

# Hamble Community Sports College

Satchell Lane, Hamble-le-Rice, Hampshire, SO31 4NE

## Inspection dates

5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Recent initiatives by the new senior leadership team have not yet driven up the standards achieved by all students. More needs to be done to ensure that all staff know how to put the development plan into action and are held accountable.
- Too much teaching requires improvement. Some teachers do not match work to students' abilities or give them clear guidance on how to improve in their feedback.
- Opportunities are limited for teachers to learn from the best practice within the college and other schools.
- Too few students currently make good progress in English, particularly boys, lower-ability students, and those who are disabled or need additional help.
- Teachers are not yet making good use of updated information about students' progress to plan lessons that challenge and support students of all abilities.
- Some students do not attempt the work they are set, or disrupt the learning of others, when teachers fail to interest them in their learning.

### The school has the following strengths

- The new Principal and senior leaders share a clear understanding of what the college needs to do to improve. They are successfully managing a difficult period of change.
- College leaders and governors monitor the quality of teaching and track teachers' effectiveness carefully. An ambitious programme of training and individual coaching is being developed.
- The college is a safe and welcoming community. Students are well cared for and encouraged to respect others. Relationships are good between students and with staff.
- Students are given good advice and guidance about the subjects they choose to study and, as a result, the numbers of students who are not in education, employment or training when they leave are very low.

## Information about this inspection

- Inspectors observed 38 lessons, nine alongside senior and middle leaders from the college.
- Inspectors also looked at examples of students’ work and case studies. A sample of books was scrutinised and the quality of the marking and written feedback given to students were noted.
- Meetings took place with students, staff and governors. Telephone conversations were held with representatives of the local authority. Students were also spoken to informally throughout the inspection.
- Inspectors read and evaluated a number of documents, including the college’s self-evaluation, improvement plans, policies, external reports and safeguarding records.
- By the end of the inspection visit, 27 parental responses to Parent View (the online questionnaire) had been received and analysed. Parental surveys carried out by the college were also considered.
- Inspectors looked at 44 questionnaires that were returned by staff.

## Inspection team

Lesley Cox, Lead inspector

Her Majesty’s Inspector

Patricia Metham

Her Majesty’s Inspector

Margaret Faull

Additional inspector

Trevor Woods

Additional inspector

## Full report

### Information about this school

- Hamble Community Sports College is a non-selective secondary school of average size.
- The college was awarded sports college specialist status in 2002 and was then later re-designated as a sports college and a specialist college for vocational learning.
- A building for 14 to 19 year-old students has recently been completed and the college has entered into a partnership with a local further education college that now offers courses on the school site.
- The number of students from minority ethnic backgrounds is small and few speak English as an additional language.
- The proportion of students identified with special educational needs and supported through school action is above the national average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The college currently has very few students who receive alternative education but uses the inclusion services offered by the local authority when it needs to. This takes place at the Bridge Education Centre and further education colleges.

### What does the school need to do to improve further?

- Improve teaching so that all students achieve more by ensuring that teachers:
  - understand how to use the information provided to them to support individual students' achievement within their lessons
  - have opportunities to see examples of good and outstanding teaching taking place at the college and elsewhere and encouraging them to model this practice in their own lessons
  - plan lessons that engage all students, whatever their ability, and challenge them to produce their best work and achieve as much as they can within every lesson
  - give high-quality feedback to students and ensure that this advice is fully understood and acted on.
- Improve students' achievement in English by:
  - raising the level of challenge in lessons
  - ensuring that teachers monitor and plan more carefully for students' progress.
- Improve the impact of leadership at all levels by ensuring that staff are given consistent support in putting the college improvement plans into action and are held to account for improving students' achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students generally join the college in Year 7 with slightly below-average levels of achievement and leave with slightly below-average GCSE results in Year 11. The college had recently been closing the gap between its own results and those of other schools but the number of students gaining five A\* to C grades at GCSE, including English and mathematics, fell this year with a lower number of students gaining a C grade or better in English.
- The reduction in A\* to C grades in English was partly due to the number of middle-ability students failing to obtain a C grade in the examination. These students have been supported by the college to resit the examination this term. It was also due to some students doing less well in English than in other subjects. Teachers had not monitored the progress of individual students carefully enough and did not always plan their lessons in enough detail to ensure that they were all making good progress. There is evidence that teaching has improved in English and more students are now making good or better progress than at the same point last year.
- GCSE examination results in mathematics continued to improve in 2012. Most students made the expected progress, with some achieving better than expected.
- The number of students who achieve five or more A\* to C grades at GCSE has risen steadily over the last three years, although performance across different subjects is variable. The college is accurately identifying instances of poor achievement and is taking steps to improve students' progress and the standards they reach.
- Students eligible for the pupil premium made improved progress this year. The gap between these and other students' examination results (their GCSE average points scores) is closing as a result of the additional support the college has provided for them.
- The college provides extra support for students who have special educational needs but some have not been learning at the same rate as other students. This is because their progress is not broken down into sufficiently small steps, with further targets identified and reviewed regularly. Those with disabilities and more complex learning difficulties are effectively supported so that they make the progress of which they are capable.
- Some students are selected for early entry in mathematics, information and communication technology (ICT) and English examinations. In mathematics and ICT this is so that they can be entered for higher-level qualifications. In English, students are entered early for one part of the examination; this gives them useful experience and helps them to understand the standard of work required.
- The small numbers of students who study courses with an alternative provider achieve well and are closely monitored. Hardly any students are not in education, employment or training when they leave in Year 11 because of the guidance they receive and the appropriate courses that they study.

### The quality of teaching

### requires improvement

- Teachers do not always set work that is hard enough or stretches students to achieve their potential. They sometimes misjudge how long to allow for an activity to be completed. When teachers have not planned their lesson to take account of individual students' targets and current achievement, some students do not make enough progress.
- Some teachers do not use questioning effectively to find out what students already know. This means that opportunities to adapt the lesson to draw out further learning are sometimes lost.
- Not all teachers successfully manage the low-level disruption that occurs when students are not fully engaged by their learning. As a result, valuable teaching and learning time is lost.
- Teaching assistants are not always used effectively to support less-able students or those

with special educational needs. This is because the teacher's planning fails to identify how teaching assistants should support learning. They make a positive contribution when the teacher has planned for their support carefully and taken time to explain what is expected.

- In lessons with good teaching, teachers engage students with a fast-paced activity, carefully targeted work that takes account of individuals' learning needs and a calm approach to behaviour management. They draw on their own secure subject knowledge to plan lessons that students enjoy and in which they make good progress, although opportunities for teachers to share this and other examples of good and better practice are sometimes missed.
- The quality of marking and feedback is variable and students do not always understand what they need to do to improve. The best marking is detailed and accurate and identifies what students need to do to make more progress.
- The college has correctly identified that students' literacy levels are a cause for concern and seeks to support the improvement of literacy skills across the college. This is particularly evident in the use of the library, where students are able to improve their reading skills through a planned programme of events including reading lessons, competitions and visits from authors and speakers.
- The majority of parents and carers who responded to the online questionnaire feel that their children are taught well at the college and students supported this view in conversation with inspectors.

### **The behaviour and safety of pupils**

### **require improvement**

- In some lessons low-level disruption by a minority disturbs the learning of other students. Students do not always take enough responsibility for their own learning, failing to attempt work or not completing it as well as they could.
- Students are knowledgeable about the new behaviour policy and feel that the Principal and senior leaders are making a significant difference by insisting that high standards of dress and behaviour are upheld. Half of the small number of parents and carers who responded to the online questionnaire felt that behaviour at the college needed to improve. Their views were partially supported by other inspection evidence.
- More vulnerable students, disabled students and those with special educational needs are supported well and are able to socialise and study with other students. Instances of bullying are uncommon and are dealt with effectively by staff when they do occur. Students are well informed about the different types of bullying and know where to get support.
- The number of students who are excluded is in line with other schools. The number of fixed-term exclusions is reducing because the college offers high levels of support and a varied range of subjects to study which are closely matched to individual needs and interests.
- Attendance levels are broadly in line with other schools and also improving, due to the careful monitoring and early interventions made by the college when they have a concern. As a result most students attend regularly and persistent absence is rare.
- The college's positive ethos encourages students to explore social, moral, spiritual and cultural issues both through the curriculum and by developing links with the local and wider community. Activities, such as links with a school in Durban, support for the local carnival and a wide range of leadership opportunities, encourage students to work together and support those less fortunate than themselves.
- The college is a friendly, well-resourced and attractive place. Students appreciate this and behave well around the site. They are considerate and polite and feel safe and well cared for. They are particularly enthusiastic about the sports facilities and events that the college offers through its sports specialism.

**The leadership and management** **require improvement**

- The college has effective systems for monitoring and analysing students' achievement; however, leaders still need to make sure that all teachers are using this information to plan for individual students' progress within their lessons. This is particularly important to ensure that the progress of low-ability students and those with special educational needs improves at a faster rate.
- The college has used the pupil premium to improve literacy and numeracy levels through individual teaching and targeted support. It has also employed a counsellor and family support advisor and offered additional support through breakfast, homework and holiday revision clubs. Not enough has been done to check on how well students eligible for this support have benefited from these initiatives or if they are providing good value for money.
- The college has been through considerable change since the last inspection and a significant restructuring of the college leadership has taken place. Key appointments have been made and new posts that support achievement for students have been created. Standards of teaching are rising, although it is too early to judge the full impact of these changes on students' results.
- Senior leaders have an accurate understanding of the college's strengths and weaknesses and have planned carefully for future improvements. They are determined that standards will continue to rise and they work closely with middle leaders to engage parents and carers, improve the quality of teaching and to induct new staff. Most parents and carers and staff believe that the college is well led.
- Governors, leaders, managers and staff present excellent role models. Policies for promoting equality and tackling any instances of negative discrimination are clear, consistently applied and regularly reviewed.
- New systems are in place for reviewing teachers' performance and teachers are rewarded when their performance justifies it. Advisers from the local authority, along with other training providers, are used to offer individual and whole-staff training.
- The college offers a range of courses that closely match the needs, abilities and interests of students.
- The college works closely with agencies to support the more vulnerable students, for example, the local authority educational psychology service and youth welfare services. This effective cooperation enables the college to support students with unusually high levels of need.
- The college's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
  - Governors offer support and challenge to college leaders and visit regularly. They have audited their own strengths and weaknesses and have identified where further training is required. They have been closely involved with the restructuring of the college's leadership and have a good understanding of the new systems for managing teachers' performance and the improvements to be undertaken. Governors are knowledgeable about how well students are achieving but do not hold the college sufficiently to account for how the additional funding for vulnerable students is having an impact on achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116413
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401595

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	980
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Camfield
<b>Principal</b>	Mrs Gerry Halley-Gordon
<b>Date of previous school inspection</b>	26 May 2010
<b>Telephone number</b>	02380 452105
<b>Fax number</b>	02380 457439
<b>Email address</b>	general@hamblecollege.co.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

